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ABSTRACT

Funds set aside by California Assembly Bill (AB) 1725 for staff development programs were used by the Desert Community College District (DCCD) to supplement its existing human resources development plan (HRDP). The HRDP, which was based on the results of a needs assessment of all employees, was designed to respond to the changing professional needs of all staff by offering activities to improve instructional quality and enhance student learning. The major goals of the staff development activities at DCCD are to increase communication across academic and assignment disciplines, expand awareness of cultural diversity, improve organizational dynamics, enrich the college community, heighten employment satisfaction, and maximize student outcomes through greater support of the instructional process. For each of these goals, the HRDP lists a series of objectives by which these goals may be obtained, such as retraining and skills upgrading for faculty, computer training for all employee divisions, and a series of workshops for districtwide participation. An attachment to the HRDP outlines the faculty staff development master plan, covering the status of faculty staff development; the role of the faculty staff coordinator; the philosophy, goals, and responsibilities of faculty staff development; the faculty staff development "pocket programs," focusing initially on retraining and skills upgrading, awareness of student diversity, and remuneration for adjunct faculty participation. Two additional attachments list proposals for an adjunct faculty agenda drafted by the adjunct faculty advisory committee and the staff development needs assessment survey instrument with sample responses. (JMC)

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ED316269

AB 1725 Human Resources Development Plan for the Period July 1, 1989-June 30, 1990.

Desert Community College District

Human Resources Development Plan

TC 900 104

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DESERT COMMUNITY COLLEGE DISTRICT

Human Resources Development Plan

AB 1725 HUMAN RESOURCES DEVELOPMENT PLAN
for the period
July 1, 1989 - June 30, 1990

Introduction and Rationale

In recent years Desert Community College District (DCCD) has made a substantial financial commitment to comprehensive staff development activities. The college intends to continue that commitment; thus AB 1725 funds will be used to supplement, not supplant, the activities on file with this plan. The AB 1725 human resources development plan is based on results of needs assessments sent to all employees. Planned activities will be integrated with the existing district program. Members of the Staff Development Advisory Committee (see Appendix 1) work together to determine the thrust of the program. Major goals of staff development activities at DCCD are to maximize student outcomes through greater support of the instructional process, increased communication across academic and assignment disciplines, expanded awareness of cultural diversity, improved organizational dynamics, enriched college community, and heightened employment satisfaction.

Scope of the Plan

The AB 1725 human resources development plan is designed to respond to the changing professional needs of instructional, administrative, and classified employees. Appropriate activities are offered to promote positive and productive interaction among all staff members with the ultimate purpose of improving instructional delivery services and enhancing the educational experiences of all students. The district has already offered limited activities in areas such as initiation of Flex Calendar, instruction, research, team building, strategic planning, campus operations and outreach programs. The most recent accreditation self-study helped the institution to define its goals and objectives. Many of the recommendations in the Plans of Action can be addressed by staff development activities. The AB 1725 plan provides for implementation of many of these activities through funding of consultants, lecturers, conferences, seminars, retreats, and innovative projects. In addition, AB 1725 funds allow the college to offer more support to employees for retraining or upgrading of knowledge or skills.

AB 1725 Staff Development Needs Assessment

Several staff development needs assessment instruments were distributed to all employees in the Fall of 1988. The instruments addressed staff development needs of the three employee constituencies. Various instruments were evaluated by constituencies prioritizing respective needs.

Goals and Objectives

Goal Statement:

The major goal of staff development at Desert Community College District is to maximize student outcomes through greater support of the instructional process, increased communication throughout the college community, expanded awareness of cultural diversity, improved organizational dynamics, and heightened professional fulfillment.

Objectives to reach Goal:

To Accomplish Greater Support of the Instructional Process:

Faculty

Support of Teaching/Learning Project
Retraining and Skills Upgrading
Conferences and Workshops
Instructional Skills Development
Project Development and Research by Faculty
Teaching/Counseling the Culturally Diverse
Wellness Program
Computer Training
Drug Use and Abuse Workshops
Theme Retreats
College Forums to Discuss Local, Contemporary and World Issues
Send Participants to or Sponsor a Great Teachers Seminar
Professional Development Library
Curriculum Planning and Development Support
Orientation Programs for New Employees
Integration of Adjunct and Full-Time Faculty

Classified

Computer Training
Retraining/Skills Upgrading

To Grow Closer to Increased Communication:

Generic (District Participation)

Conflict Resolution
Dealing w/Difficult People
Inter-College Communications
Off Campus Retreats

To Expand Awareness of Cultural Diversity:

Generic (District Participation)

Exploration of our Desert Community
Teaching our Culturally Diverse Student
Communicating with the Culturally Diverse College Community

To Improve Organizational Dynamics:

Management/Supervisory

Computer Training
Contract Administration Workshops
Supervisor's Role Workshops
Employee Discipline Workshops
Improving Staff Productivity Workshops
Release Time for Training/Retraining
Tuition Assistance
Book Purchase Assistance
Research and Implementation of Wellness Programs

Generic (District Participation)

Courses and Training in implementation of Affirmative Action Programs
Development and Implementation of Staff Development Activity Request Form
Development and Implementation of Evaluation Process for Staff Development Programs and Activities.

To Provide Professional and Personal Advancement and Enrichment:

Adjunct Faculty

Remuneration for participation in regularly scheduled meetings and approved activities.

Generic (District Participation)

Workshops/Seminars
Release Time/Flex Time for Training and Retraining
Tuition Assistance
Book Purchase Assistance
Research/Development/Implementation of Wellness Programs

Advisory Committee

Beginning with the spring of 1987, the Staff Development committee has functioned as a district-wide committee. As one of the Presidential Committees which has a direct responsibility to the Superintendent-President, the committee includes representatives from teaching faculty, non-teaching faculty, classified bargaining unit staff, classified confidential and supervisory staff, adjunct faculty and management staff.

Members are appointed by constituent groups - the Academic Senate, the faculty and classified bargaining units, and the management, classified supervisory, and classified confidential staff. Volunteers from various constituencies also serve on the committee. Members serve in an advisory capacity, acting not only as liaison persons for their constituent groups, but also as consensus seekers within the committee itself. The Staff Diversity/Affirmative Action Officer is a permanent member of the committee and serves as a facilitator for planning and implementing events.

The Director of Personnel serves as the chairperson of the Staff Development Committee. All AB 1725 funding is monitored by this individual as directed by the Superintendent-President. Each sub-committee has a chairperson who is responsible for receiving requests, planning activities, notifying constituents of events, and scheduling meetings.

Responsibilities of members are: (1) to review and make suggestions for programs based on need identified by their constituent groups; (2) to review major documents, such as this plan; (3) to attend Advisory Committee meetings and (4) to review activities of Staff Development for compliance with AB 1725 guidelines. Members are encouraged to participate in planning and offering of staff development activities in which they have expertise or interest.

Following the Roberts Rules used by the Southern California Staff Development Officers Consortium, committee procedures are informal.

Standing Sub-committees

There are three standing sub-committees which meet on a regular basis to plan, organize, implement, and evaluate staff development activities for the employee groups they represent. The sub-committees are: faculty, classified, and management/supervisory.

Conclusion

Continued high-level administrative support and annual financial commitment to district-funded staff development activities will provide professional and personal growth opportunities for all college employees. Supplemental AB 1725 funds will allow the College to expand and intensify its human resources development in areas identified as essential by respondents from all segments of the staff.

ATTACHMENT 1

COLLEGE OF THE DESERT
STAFF DEVELOPMENT COMMITTEE

1989-90

Chairperson: Jackie Weiss - Management

Julie Stindt -	Management
Marian Katz -	Management
Richard Olson -	Adjunct Faculty
Rey Ortiz -	Faculty
Elaine Snyder -	Classified Supervisor
Joyce Wade-Maltais-	Faculty
Gopal Raman -	Faculty
Jack Tapleshay -	Faculty
Jayne Cuarenta -	Faculty
Linda Valkenburg -	Classified Supervisor
Shirley Siqueiros -	Classified
Kathy Grove -	Classified
Josie Gallegos -	Faculty
Kristin Campbell -	Classified
Phyllis Reeder -	Classified
Debbie Johnson -	Classified
Cheri Dixon -	Classified
Rose Rallo -	Classified
Martin Weeks -	Classified
Ferne Cherne -	Faculty
Sally Triplett -	Classified
Bob DeLacy -	Classified Supervisor
Pam Buchheit -	Classified

(Attach. #1)

COLLEGE OF THE DESERT

FACULTY STAFF DEVELOPMENT

MASTER PLAN

non nova sed nove:
not new things but in a new way

I.	Status of Faculty Staff Development	2
II.	Role of Faculty Staff Development Coordinator	2
III.	Philosophy, Goals, and Responsibilities of Faculty Staff Development	3
IV.	F.S.D. Initial "Pocket Programs"	4
V.	Time Table	6

April 1989

STATUS OF FACULTY STAFF DEVELOPMENT

Perhaps the best way to reflect the status of Faculty Staff Development at College of the Desert is to offer the analogy of the seed about to be planted.

At this stage of the program, the Faculty Staff Development Committee has taken steps to survey the faculty-as-a-whole (adjunct and full time members) to determine how best to inaugurate a program that will:

a) Improve Teaching

b) Meet the staff development guidelines set forth in AB1725

c) Reinforce the professional confidence and morale of the faculty

d) Establish a cornerstone for improved communication throughout the college community

With the information gathered and through discussion, the committee has composed a program designed for <u>immediate implementation</u>.

Indeed, the "seed" about to be planted is a precious one. With this in mind, the committee determined that an individual be selected to act as a caretaker for the Faculty Staff Development Program.

On February 28th, Dr. Ferne Cherne accepted the role of Faculty Staff Development Advocate.

ROLE OF FACULTY STAFF DEVELOPMENT ADVOCATE

The Faculty Staff Development Advocate is a position of Coordinating. The position will insure that faculty have a "person in the know" regarding staff development matters and procedures.

The duties of the Faculty Staff Development Advocate will include:

1. Provide a clearing house for staff development materials. Collect, distribute, and disseminate development opportunities to faculty-as-a-whole.

2. Develop and distribute information listing available conferences and staff development opportunities.

3. Act as liaison between faculty and staff development resources.

4. Act as faculty representative at staff development meetings.

5. Transmit materials and information to Faculty Staff Development representative for delivery to Faculty Senate.

6. Develop and implement system of accountability for Faculty Staff Development.

7. Provide input as required by state or other agencies.

8. Coordinate faculty representation at local and state meetings and conferences regarding staff development.

9. Act as advocate between faculty and Division Chairs/ Coordinators/Administration toward implementation of staff development activities in a manner beneficial to all concerned.

10. Participate in the development and implementation of Flex Days schedule.

PHILOSOPHY, GOALS AND RESPONSIBILITIES OF FACULTY STAFF DEVELOPMENT

Recognition of staff development as a major feature in AB 1725 has helped shape the philosophy of Faculty Staff Development at College of the Desert.

The faculty staff development committee has agreed that "positive language" should set the tone for the staff development program. In this case, positive language includes terminology that emphasizes teaching as a profession where individuals deserve an environment that, to borrow language from our friends at Miami-Dade, "make(s) teaching and learning the focal point of college activities and decision making processes."

Faculty Staff Development at College of the Desert will encourage all programs that deliver quality education to our students.

Faculty Staff Development will be responsive to faculty needs. It will work to improve the teaching/learning environment, embrace the concept of faculty recognition, provide a nurturing atmosphere for faculty in need of help, develop a system for faculty orientation, and will work to improve effective communication thoughout the campus community.

F.S.D. INITIAL "POCKET PROGRAMS"

The Faculty Staff Development Committee has devised, through survey, discussion, and modeling from staff development programs at other colleges, a number of initial "pockets" to enhance professional development.

The committee would like to emphasize that the list of options offered is by all means subject to expansion as the program grows.

The initial picket programs are as follows:

1. <u>Expansion of the Teaching/Learning Project</u>

Encourage further research into the philosophy of teaching/ learning and how it applies to College of the Desert.

Matters to be looked into would include faculty recognition, endowed chairs, faculty orientation, faculty evaluation, assisting members in professional concerns, improvement of the teaching/learning environment,

encourage faculty interaction, definitions for hiring, improving campus communications, and the coordination of college groups.

2. Retraining and Skills Upgrading

*With regard to campus need and faculty interest, a contractual agreement will be agreed upon whereby the institution will provide release time and other forms of assistance to allow the instructor to gain appropriate skills to retrain or upgrade current skills.

3. Course Banking

*An instructor may teach an extra class one semester, then reduce his/her load in the subsequent semester, or accumulate the necessary hours during a number of semesters and take an entire semester off without loss of pay.

4. Seminar and Workshop Newsletter

Provide faculty with current information regarding seminars and workshops.

5. Appropriate Travel to Conferences and Workshops

Encourage faculty to participate in meaningful activities at various locales.

6. Project Development and Research by Individual Faculty

*With regard to enhancing educational excellence, individual faculty members will be allowed the appropriate time and resources to develop and engage in special projects. These might include the development of innovative curriculum, relationships with private industry, on-campus workshops, etc.

7. Exploration of Our Desert Community

Encourage active interest in the community through a number of specific visits, activities, and lectures.

8. Awareness of Student Diversity

Encourage the examination of new and innocative ways to teach our culturally and diverse student population.

9. Renumeration for Adjunct Faculty Participation

Encourage adjunct faculty participation in scheduled meetings, approved activities, and committee membership by developing a system of meaningful monetary award to those interested participants.

10. Faculty Extra-Advisement

Encourage faculty to participate as advisers to student government, clubs, and organizations by developing a system of meaningful monetary award to those interested in extra-advisement roles.

11. Wellness Program

Encourage faculty to participate in a comprehensive program designed to improve the participant's overall (physical, spiritual, psychological, and intellectual) lifestyle.

*Information borrowed from the Butte Community College Staff Development Master Plan/November 1988

Time Table

The Faculty Staff Development Committee considers as reward for its work the following statement:

The Faculty Staff Development Program is in effect for you the moment you read this sentence.

We encourage all faculty to contact Ferne Cherne at your earliest convenience to share ideas, ask questions, congratulate her for her courage in undertaking this difficult job, offer to help, or just to say hello.

Non nova sed nove:

Not new things but in a new way

March 31, 1989

TO: ACADEMIC SENATE

FROM: Adjunct Faculty Advisory Committee

SUBJECT: Adjunct Faculty Agenda

The Adjunct Faculty Advisory Committee has met four times to establish an agenda to present to the Senate. Listed below are the proposals that we would like the Senate to consider. They are listed in the order that we believe is achievable in the near future.

PROPOSALS:

1. Implement "initial pocket program" number 9 page 5 of the Faculty Staff Development Master Plan Comment. - This proposal fits into the overall staff development philosophy - and goal of COD. The process for carrying out this proposal has already been put forward. This includes: an authorization form on file with the faculty staff development chair, a survey that indicates that around 10% of the adjunct faculty would participate and the maximum amount of staff development funds can be determined by the faculty staff chair with the approval of the Senate.

2. Re-instate a sick leave policy for adjunct faculty - *Comment - The 1975-76 COD "Part-time Faculty Handbook" page 11-1, B1 granted sick leave. That policy should be re-activated. We believe sick leave policy should be given adjunct faculty.

3. We would like the option to buy into the COD health plan comment: Because group health plan's premiums are generally lower and because many teachers have little or no health insurance, adjunct faculty should be given the opportunity to buy into COD's health plan.

4. We would like the college to establish a sliding salary scale for adjunct faculty.

   COMMENT: Currently all faculty members are paid at the same rate. We believe that different rates of pay should be given for the number of years taught and the educational qualifications of the instructor. The attached salary scale is an example, not a proposal.

5. We would like a location on the campus where we could keep our books, papers, supplies, etc.

   COMMENT: We know that finding space for adjunct faculty will be different bacause full time faculty are working in cramped spaces. However, even a place where a bank of lockers could be located would give space to store materials. The lockers could be like those for students in secondary schools.

Desert Community College District

Management/Supervisory Sub-committee

Recommendations for Management/Supervisory Staff development activities, 1988/89:

PERS workshop - Don Harrington - cost absorbed by PERS

Evaluation and Contract Administration workshops - Jackie Weiss/Al Grafsky - cost absorbed by district

Supervisors' role workshop - Jose Perales - cost $????

Computer technology training programs - Karen Keith - proposed district contribution $3,000.00

Attendance at appropriate workshops and seminars - cost $????

COLLEGE OF THE DESERT

TO: All Supervisors of Classified and Certificated Personnel

DATE: October 21, 1988

FROM: Personnel

SUBJECT: Staff Development

As part of the growing commitment to staff development at College of the Desert, this questionnaire has been designed to poll the supervisors of classified and/or certificated personnel. Supervisors are being recognized for their vital and challenging role as they direct and oversee the work of others, translating the concept of goals and objectives into reality.

The District is acknowledging its responsibility to assist you in your role as a supervisor. During this academic year, there will be a concerted effort to provide you with opportunities to enhance your supervisory skills. This survey is the first step in the process.

Please take a few moments to review and complete the questionnaire. The questionnaire is designed to be anonymous and will be used only to gather information to determine future avenues for staff development.

If you have any questions or concerns contact the Personnel Office. Please return this questionnaire to the Personnel Office by November 1, 1988.

I. Check the appropriate response.

I supervise
_____ certificated employees only.
_____ classified employees only.
_____ both classified and certificated employees.

Directions for sections II & III. Using the Likert scale with 1 representing a low priority and 5 representing a high priority, indicate your degree of interest in receiving more information or attending a workshop on each subject. If you feel that a topic does not apply to your role as supervisor, write NA on the space provided.

1 2 3 4 5 NA - not applicable
low high

II. DISTRICT POLICIES AND PERSONNEL PROCEDURES.

_____ CSEA contract administration

_____ CTA contract administration

_____ Fair Labor Standards Act

_____ Worker's Compensation

_____ Employee Performance Evaluation

_____ Discipline, Suspension, Dismissal

_____ Compensation and benefits i.e., Personal Necessity, Bereavement Leave, Sick Leave, Vacation etc.

_____ Grievance Procedures

_____ AIDS Challenge

_____ Health and Welfare

_____ Retirement

_____ Substance Abuse

_____ Substitute Teachers

_____ Classroom observation and coaching techniques

_____ Reclassification procedures

_____ Staff planning, EEOC, Affirmative Action

_____ Vacancies, interviewing, hiring

_____ Other topics not mentioned. List here.

III. PERSONAL DEVELOPMENT

_____ Team building

_____ Time management

_____ Stress management

_____ Leadership skills

_____ Supervision skills

_____ Interpersonal skills

_____ Communication skills

_____ Conflict management

_____ Problem solving skills

_____ Planning and goal setting

_____ Budget preparation and monitoring

_____ Employee motivation

_____ Productivity

_____ Issues concerning women

_____ Assertiveness training

_____ Knowledge and expertise in field

_____ Transition to supervisory status

_____ Supervision of professional faculty

_____ Recognition of subordinates

_____ Delegation methods

_____ Wellness

_____ Other topics not mentioned. List Here

IV. a) Would you prefer an outside consultant or a college employee to present the workshops?

b) Would you be willing to volunteer to speak on a subject about which you feel knowledgeable and would like to share with your peers? If so, indicate the subject area(s).

V. Would you benefit from a supervisor support group designed to openly discuss problems encountered in your role as a supervisor or to share topics of interest? Do you have any ideas for such a group?

VI. Check the appropriate response.

I would prefer to attend staff development exercises.

_____ during the work week.

_____ before the work day.

_____ after the work day.

_____ during weekends.

VII. Discuss your greatest frustration as a supervisor at the college. What might alleviate this problem?

RETURN YOUR COMPLETED QUESTIONNAIRE TO THE PERSONNEL OFFICE BY NOVEMBER 1, 1988.

22 responses

I. Check the box(es) that apply to your supervisory responsibilities.

- 3 certificated employees only.
- 1 classified employees only.
- 18 both classified and certificated employees.

Directions for sections II & III. Using the Likert scale with 1 representing a low priority and 5 representing a high priority, indicate your degree of interest in receiving more information or attending a workshop on each subject. If you feel that a topic does not apply to your role as supervisor, write NA on the space provided.

1 2 3 4 5 NA - not applicable
low high

II. DISTRICT POLICIES AND PERSONNEL PROCEDURES.

73 72 CSEA contract administration 1-3; 2-2; 3-3; 4-9; 5-4; NA-1

73 69 CTA contract administration 1-3; 2-0; 3-2; 4-5; 5-8; NA-4

71 70 Fair Labor Standards Act 1-4; 2-4; 3-4; 4-4; 5-6

58 51 Worker's Compensation 1-4; 2-8; 3-5; 4-3; 5-2

99 96 Employee Performance Evaluation 1-0; 2-1; 3-3; 4-5; 5-13

82 81 Discipline, Suspension, Dismissal 1-1; 2-1; 3-9; 4-4; 5-7

71 69 Compensation and benefits i.e., Personal Necessity, Bereavement Leave, Sick Leave, Vacation etc. 1-3; 2-5; 3-4; 4-6; 5-4

76 75 Grievance Procedures 1-2; 2-5; 3-4; 4-4; 5-7

50 47 AIDS Challenge 1-9; 2-3; 3-6; 4-1, 5-2; NA-1

59 56 Health and Welfare 1-4; 2-6; 3-10; 4-0; 5-2

61 57 Retirement 1-6; 2-8; 3-6; 4-3; 5-3; NA-1

46 43 Substance Abuse 1-8; 2-7; 3-4; 4-1; 5-1; NA-1

42 38 Substitute teachers 1-6; 2-4; 3-8; 4-2; 5-2; NA-6

50 46 [illegible] 1-4; [illegible] 4-3; NA-6

59 56 [illegible] 1-7; 2-6; 3-4; 4-4; [illegible]

64 63 [illegible] Affirmative Action 1-5; 2-[illegible]; 4-4; 5-3

80 79 Recognition of subordinates (1-3, 2-1, 3-4, 4-4, 5-8, 9-)

89 94 Delegation methods (1-1, 2-3, 3-4, 4-5, 5-9)

87 83 Wellness (1-1, 2-4, 3-3, 4-5, 5-9)

____ Other topics not mentioned. List Here

1 "I would like to see some social activities for both certificated and classified staff. I realize that this may not meet the typical staff development category, but would enhance staff morale and camaradrie. I see the staff segregated with little contact with one another."

IV. a) Would you prefer an outside consultant or a college employee to present the workshops?

Depends on topic - 7; Both - 7; outside consultant - 7

"1st choice is college employee if he/she has the knowledge"

"choose best person"

b) Would you be willing to volunteer to speak on a subject about which you feel knowledgeable and would like to share with your peers? If so, indicate the subject area(s). Yes - 6 No - 15

areas included:

contract administration — affirmative action — supervision skills

mentoring — time management

planning and goal setting — team building

issues concerning women — interpersonal skills

community service programs — problem solving

V. Would you benefit from a supervisor support group designed to openly discuss problems encountered in your role as a supervisor or to share topics of interest? Do you have any ideas for such a group?

Yes - 16 No - 1 No answer - 6

VI. Check the appropriate response. (Some folks checked more than one response - some neglected to respond at all)

I would prefer to attend staff development exercises:

15 during the work week.

3 before the work day.

2 after the work day.

3 during weekends. - for well planned seminar, may have unifying effe

VII. Discuss your greatest frustration as a supervisor at the college. What might alleviate this problem?

RETURN YOUR COMPLETED QUESTIONNAIRE TO THE PERSONNEL OFFICE BY NOVEMBER 1, 1988.

CLASSIFIED STAFF SUB-COMMITTEE UPDATE

BY SHIRLEY SIQUEIROS
SEPTEMBER 19, 1989

The Classified Staff Development Sub-Committee met several times this summer and out of those meetings came objectives for this Fall and Spring/90.

Number one goal is computer training needs. I have spoke with Brett Romer and we will be getting together about this problem. There are several new computers on campus and the staff is unable to use them. They just need the training. I hope this can be solved very soon.

Number two goal is workshops and seminars dealing with the classified staff's needs. These are in progress now.

Schedules events:

In October a workshop on "Dealing with Difficult People".

In November there will be a workshop on "Developing Self-Esteem".

Cardiovascular topic will be covered soon-time and place have not been established yet. Probably within the next couple of weeks.

There will be a Stress Management Workshop and this will be announced in the near future.

After discussing taped Flex calendar events with Dr. Stindt, she gave the sub-committee the okay to work with Orville Voight, audio visual. Orville and the sub-committee will schedule several times this semester topics that he recorded during Flex. This will allow everyone to get a chance to see the seminar/workshops. A lot of good topics came out of Flex. You will be notified of the dates, times and places as soon as this has all been worked out.

I have also asked Ron Green, Dean, Student Services for a bulletin board that we will be able to display staff development workshop/seminars. It will also give us a place to post events that will be coming up or anything of importance that applies to staff development.

I hope that this will be a productive year and that we all can work together to benefit all of us.

ss

Comments for Section VII.

1. Keeping harmony in the department.

2. The knowledge of workers rights under the CSEA contract.

3. Time.

4. Lack of communication between offices or even within the same office.

5.

6. Not having enough time or money to do what needs to be done.

7. Working here = greatest frustration; retirement = alleviation.

8. Compressed time lines on <u>every single</u> project designed to benefit the college!!! (a sense of urgency that has no relationship with reality) ex. AB1725 - Issue of accountability - minimum of 5 years time line out of chancellor's office <u>before</u> it impacts local C.C. Districts and the administration is already announcing the need for <u>immediate</u> action!

9. Poor advance planning regarding schedule development - correction will come with 2 years schedule cycle.

10. Unauthorized charges in budget codes by business office - correction will come with required approval by supervisor for any change in code.

11. Awareness of activities in other departments on campus; additional communication to include more staff activities and in service.

12. Information disemination by rumor - more clearly defined lines of authority and responsibility with resulting flow of information on a more timely basis would help.

13. Seeing the lack of in-service or staff development for classified staff. Classified staff need to be able to attend meetings as a break from the regular job routine. I see this as something which could enhance staff morale.

14. Too much work - we need time to train new staff...staffing for a fast growing program is my greatest need and frustration...

15. Simply being aware/appraised of <u>all</u> rules/regulations affecting my role as supervisor. Additionally "supervisor" has <u>no</u> identifying meaning on this campus; what are the requirements, job duties, obligations of supervisor to employees and the institution? Nothing is really systematized.

16. Apparant lack of time to communicate frequently enough with staff members.

17. Communication and problems with a clear picture of follow through process. <u>Red tape</u>. Its getting better though.

18. That nothing which is done changes anything.

19. When I feel "dumped on".

ERIC Clearinghouse for Junior Colleges
MAR 29 1990

21 responses

58 55 Vacancies, interviewing, hiring 1-5; 2-4; 3-9; 4-0; 5-3

____ Other topics not mentioned. List here.

Sexual Harassment
Mentoring

III. PERSONAL DEVELOPMENT

80 77 Team building 1-2; 2-1; 3-7; 4-3; 5-8

71 68 Time management 1-3; 2-4; 3-4; 4-5; 5-5

89 85 Stress management 1-1; 2-3; 3-3; 4-4, 5-10

82 78 Leadership skills 1-2; 2-1; 3-7; 4-2; 5-9

85 81 Supervision skills 1-2; 2-1; 3-5; 4-3; 5-10

76 72 Interpersonal skills 1-2; 2-4; 3-5; 4-3; 5-7

74 70 Communication skills 1-2; 2-4; 3-6; 4-3; 5-6

83 78 Conflict management 1-2; 2-1; 3-6; 4-4; 5-8

86 71 Problem solving skills 1-4; 2-1; 3-6; 4-3; 5-7

71 67 Planning and goal setting 1-5; 2-1; 3-5; 4-5; 5-5

79 74 Budget preparation and monitoring 1-4; 2-2; 3-3; 4-3; 5-9

85 80 Employee motivation 1-2; 2-1; 3-5; 4-4; 5-9

83 78 Productivity 1-2; 2-2; 3-6; 4-3; 5-9

72 71 Issues concerning women 1-3; 2-4; 3-4, 4-3; 5-7

62 61 Assertiveness training 1-4; 2-3; 3-6; 4-1; 5-5 NA-1 8-1

63 59 Knowledge and expertise in field 1-5; 2-4; 3-5; 4-2; 5-5

71 66 Transition to supervisory status 1-2; 2-4; 3-6; 4-2; 5-6 NA-1

61 57 Supervision of professional faculty 1-2; 2-2; 3-3; 4-3; 5-6 NA-5